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ABSTRACT

This teaching guide focuses on the Northern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Scandinavia, the Soviet Union, the Netherlands, the Balkans, Germany, Poland, Belgium, Switzerland, and France, noting cultural, historical, social, and religious influences on foods. Planned as a supplement for a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets asking questions about Scandinavian, Russian, and German cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

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ETHNIC STUDIES

NORTHERN EUROPEAN FOODS

Experimental Unit

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SO 011 784

ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

ETHNIC HERITAGE STUDIES: NORTHERN EUROPEAN FOODS

Experimental Unit, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

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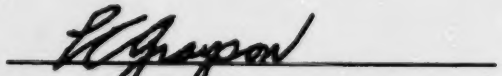
FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.



Ernest C. Grayson
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RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES: NORTHERN EUROPEAN FOODS

Description of the Unit

This unit focuses on the Northern European food heritage. The unit can serve as a supplement to Home Economics 306--Gourmet Foods. (See pp. 14 and 15 of curriculum guide.)

Suggested Time

1 week

General Objective

Gains familiarity with and appreciation for Northern European foods.

Concepts

Cultural, historical, social, and religious influences on foods

PRETEST

Northern Euorpean Foods

Part I

Complete the following chart by naming the country of origin for each food and responding to the statements in Columns B, C, D by placing a check mark in the proper column.

	(A)	(B)	(C)	(D)
	Country of Origin	I have tried this food.	I have prepared this food.	I like this food.
1. Mammi				
2. Codfish				
3. Kisel				
4. Gouda cheese				
5. Ciorba				
6. Raclette				
7. Banitsa				
8. Kulich				
9. Fried potato cake				
10. Kuchen				
11. Borsch				
12. Chicken waterzooi				
13. Apple fritters				
14. Sauerkraut				
15. Egg cake				
16. Macaroni salad				
17. Crepe				
18. Room pudding				
19. Babka				
20. Herring				

Part II

Each food characteristic in Column I is associated with a nation or region in Column II. Match the food characteristic in Column I to the nation or region in Column II.

	Column I	Column II
_____ 21.	Food rich in eggs and cheese	A. Soviet Union
_____ 22.	Fish most important in many food dishes	B. Scandinavia
		C. Germany
_____ 23.	Many food dishes containing combinations of wheat and grain	D. Netherlands
_____ 24.	Cabbage in many combinations commonly used as an entree	E. France
_____ 25.	Dairy industry and its products reflected in most foods	

Part III

Circle the letter that represents the best response to the statement and/or question. Write the answer to question 28.

26. Food heritage is best defined as--
    a. Food at a certain time of year
    b. Foods that you are accustomed to eating
    c. Foods of different cultures
    d. Foods that were handed down by your ancestors

27. Which of the following is the best choice for tracing the historical development of food heritage?
    a. Ancestors
    b. Communities
    c. Religion
    d. a and b
    e. All of the above

28. Which of the Northern European foods listed in the checklist do you like best?

Behavioral Objectives 1-4

Having completed selected readings, the student will select the best definition for the term food heritage and will identify a major source influencing a nation's food heritage.

Given a list of names of foods of Northern Europe found in the post test, the student will identify the country of origin for each.

Given a list of descriptive phrases about food characteristics of Northern European countries, the student will match the country with the phrase most accurately describing its food.

Having collected information about Northern European foods, the student will prepare, with a small group, a dish representative of a Northern European country.

Instructional Strategies

Assign selected readings as background information on Northern European foods.

Show a filmstrip giving background information on Northern European foods.

Have students complete Work Sheets 1-3 on Northern European cooking (see pp. 6-8).

Have students, working in groups representing Germany, France, Soviet Union, Belgium, Switzerland, Netherlands, Poland, Romania, Bulgaria, and Scandinavia (Sweden, Norway, Denmark), prepare a dish common to the country. Ask students to serve their dishes at the Northern European meal for the class.

Facilitating Materials

Kit:
My Ancestors Came from England, Ireland, and Scotland.

Knopf, Mildred O. Mildred O. Knopf's Around the World Cookbook for Young People.

Papashvily, Helen, and Papashvily, George. Russian Cooking.

Field, Michael, and Field, Frances. A Quintet of Cuisines.

Brown, Dale. The Cooking of Scandinavia.

Hazelton, Nika S. The Cooking of Germany.

Kit:
America's Culinary Heritage. (filmstrip)

Behavioral Objective 5

Having studied Northern European foods and having participated in the selection and preparation of a food dish representative of Northern Europe, the student will sample each of the student-prepared foods and indicate on a post test: (1) the food dish he/she liked best, (2) the food he/she liked least, (3) the food he/she had someone else to try, and (4) the attitude he/she has toward trying ethnic foods in the future.

Instructional Strategies	Facilitating Materials
Have students sample each of the food dishes prepared for the meal.	
Administer a post test to students.	Post Test, pp. 9-11.

Work Sheet 1

Ethnic Studies
Northern European Foods

SCANDINAVIAN COOKING

1. Briefly discuss the influence of seafood on the Scandinavian diet.

2. Explain the origin of the smorgasbord style of eating.

3. Describe smorrebrod, the daily lunch entree.

4. On Christmas Eve the biggest, richest meal of the year is eaten in Scandinavia. Discuss the holidays and the many foods associated with the season.

COOKING IN THE SOVIET UNION

1. Easter is a most important celebration in the Soviet Union. Discuss the many foods and traditions associated with the holiday.

2. There are three basic foods associated with the Old Russian cuisine. Name and briefly describe each food and its preparation.

3. Outline the basic steps in preparing the classic "kulebiaka."

4. Explain the bread and salt custom of the Ukraine.

Work Sheet 3

Ethnic Studies
Northern European Foods

GERMAN COOKING

1. Cabbage is the principal crop on many farms. Describe its influence in preparation of many German food dishes.

2. Discuss the German tradition of five meals a day.

3. Die Kartoffel, the potato, is the king of German vegetables. Discuss its contribution to many German food dishes.

4. Bread has always been the basic food of the German people. Discuss the art of baking and its many German confectionary delights.

POST TEST

Northern European Foods

Part I

Complete the following chart by naming the country of origin for each food and responding to the statements in Columns B, C, D, and E by placing a check mark in the proper column.

	(A) Country of Origin	(B) I have tried this food.	(C) I have prepared this food.	(D) I like this food.	(E) I have influenced someone else to try this food.
1. Sauerkraut					
2. Borsch					
3. Kulich					
4. Ciorba					
5. Kisel					
6. Babka					
7. Crepe					
8. Apple fritters					
9. Chicken waterzooi					
10. Raclette					
11. Gouda Cheese					
12. Mammi					
13. Codfish					
14. Macaroni salad					
15. Kuchen					
16. Fried potato cake					
17. Banitsa					
18. Boom pudding					
19. Herring					
20. Egg cake					

Part II

Match the food characteristic in the left column to the nation or region in the right column.

_____ 21.	Dairy industry and its products are reflected in most foods.	A. France
_____ 22.	Many food dishes contain combinations of wheat and grain.	B. Scandinavia
_____ 23.	Food is rich in eggs and cheese.	C. Germany
_____ 24.	Fish is a most important entree of many food dishes.	D. Soviet Union
_____ 25.	Cabbage in many combinations is a common entree.	E. Netherlands

Part III

Circle the letter that best completes the statement and/or question. Write answers for questions 28 and 29 and check answers for questions 30 and 31.

26. Food heritage is best defined as--
    a. Food at a certain time of year
    b. Foods that you are accustomed to eating
    c. Foods of different cultures
    d. Foods that were handed down by your ancestors

27. Which of the following is the best choice for tracing the historical development of food heritage?
    a. Ancestors
    b. Communities
    c. Religion
    d. a and b
    e. All of the above

28. What Northern European food dish did your group select? Why?

29. Which of the Northern European food dishes did you like the best? If changed from pretest why did you change your mind?

30. How would you describe your participation in the group selecting and preparing a Northern European food dish?

Willingly participated ___	Did a little bit _____	Not much ___	Did not participate ____

31. How do you feel about trying new ethnic foods in the future?

Willing to try _____	May try _____	Will not try _____

KEY TO PRETEST

Part I

Food	Country of Origin
1. Mammi	Finland
2. Codfish	Norway
3. Kisel	Soviet Union
4. Gouda cheese	Netherlands
5. Ciorba	Romania
6. Raclette	Soviet Union
7. Banitsa	Bulgaria
8. Kulich	Soviet Union
9. Fried potato cake	Switzerland
10. Kuchen	Germany
11. Borsch	Soviet Union
12. Chicken waterzooi	Belgium
13. Apple fritters	Netherlands
14. Sauerkraut	Germany
15. Egg cake	Denmark
16. Macaroni salad	Denmark
17. Crepe	France
18. Room pudding	Netherlands
19. Babka	Poland
20. Herring	Sweden

Part II

21. e
22. b
23. a
24. c
25. d

Part III

26. b
27. d

KEY TO POST TEST

Part I

Food	Country of Origin
1. Sauerkraut	Germany
2. Borsch	Soviet Union
3. Kulich	Soviet Union
4. Ciorba	Romania
5. Kisel	Soviet Union
6. Babka	Poland
7. Crepe	France
8. Apple fritters	Netherlands
9. Chicken waterzooi	Belgium
10. Raclette	Soviet Union
11. Gouda cheese	Netherlands
12. Mammi	Finland
13. Codfish	Norway
14. Macaroni salad	Denmark
15. Kuchen	Germany
16. Fried potato cake	Switzerland
17. Banitsa	Bulgaria
18. Room pudding	Netherlands
19. Herring	Sweden
20. Egg cake	Denmark

Part II

21. e
22. d
23. a
24. b
25. c

Part III

26. b
27. d

RESOURCES AND MATERIALS*

Kits

America's Culinary Heritage. Corning Glass Works, 1976. 1 color filmstrip, 1 cassette, 7 recipes, 2 posters, and 1 manual.

My Ancestors Came from England, Ireland, and Scotland. Touch and See Educational Resources, 1975. Contains 400 activity cards (available from Brown Media Center).

Books

Brown, Dale. The Cooking of Scandinavia. Foods of the World Series. New York: Time-Life Books, 1967.

Child, Julia. The French Chef Cookbook. New York: Alfred A. Knopf, Inc., 1968.

Field, Michael, and Field, Frances. A Quintet of Cuisines. Foods of the World Series. New York: Time-Life Books, 1970.

Hazelton, Nika S. The Cooking of Germany. Foods of the World Series. New York: Time-Life Books, 1969.

Knopf, Mildred O. Mildred O. Knopf's Around the World Cookbook for Young People. New York: Alfred A. Knopf, Inc., 1966.

Papashvily, Helen, and Papashvily, George. Russian Cooking. Foods of the World Series. New York: Time-Life Books, 1969.

Shapiro, Rebecca. Wide World Cookbook. Boston: Little, Brown & Company, 1962.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (456-3270).

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.